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A checklist which determines areas of specific need in reading skills is presented. Once skill achievement and needs have been determined, written and oral work can be prepared to teach the needed skills to students in groups or individually. New work should be evaluated at pupil-teacher conferences, and new skills should be recorded on the checklist. When the migratory pupil leaves a school, a comment could be put on his report card indicating new skills, or the checklist itself might be sent to the next school. While the checklist is not a diagnostic instrument for use with children, it is an instrument for teacher use in planning and evaluating a reading program. The child's reading level and the skills he has learned may be determined by oral reading inventories, phonetic inventories, vocabulary and comprehension tests, assessments of interests and readiness, and tryouts of reading materials. The teacher is able to note skills which should be taught, although every skill on the checklist will not be appropriate for each child. Skills are listed in the general order of introduction to pupils, but the list is arbitrary and flexible and should not be considered definitive or exhaustive. The checklist is divided into skills in word recognition, vocabulary building, comprehension, interpretation, literary discrimination and appreciation, organization, study, speed reading, and oral reading.							
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USE OF A CHECKLIST OF READING SKILLS

WITH MIGRATORY CHILDREN

Roy McCanne

Section on Education of Migratory Children

Migratory children arrive in our schools with a wide range of achievement. Efficient teaching dictates that we determine as quickly as possible what the child has achieved in skill development. Then we must teach for his specific needs. No matter whether grouped or individualized instruction is to be used, the instruction should follow a careful sequential plan with periodic evaluations.

For example: A teacher taught reading using an individualized reading plan. Children were allowed to choose story books or stories from basal readers to meet their own interests. The instruction in skills consisted of having each pupil read orally for the teacher and then teaching orally what each one seemed to need. Written skill work consisted of having the pupils fill blanks in workbooks page by page. No written records were kept.

Evaluation: This teacher was meeting only a limited range of the skill needs of the pupils. A better plan would be to go through a checklist of reading skills to determine all the areas of need for a child, and plan both written and oral work to meet those needs. Written work may be made up at the time by the teacher, or seat work or workbook pages designed to teach the needed skills may be used. This work should be evaluated at the pupil-teacher conference and skills successfully learned should be recorded on the checklist or some other record. When the pupil leaves, a comment should be put on the report card indicating the skills the pupil learned during the school term and those he or she was working on at the end. The checklist itself might be sent to the child's next school if the new school can be identified.

Possible Implications:

1. For grouped reading work the above plan may also apply, but it would be used with a group of children who have similar needs.

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2. If the teacher uses a reading laboratory kit the records that go with it should not be ignored. The teacher should be thoroughly familiar with the kit and should examine the pupil records periodically to determine whether the kit is meeting the specific skill needs of the child. The checklist of reading skills may be used to aid in this evaluation.

3. If a sequential phonics program is used it may replace the regular phonics teaching in the grouped or individualized reading program, but it should not replace the whole reading program. Those skills not directly taught by the phonics program may be identified with the aid of the checklist. They should be taught, using story books, basal readers, or kit materials. In addition, a conscientious effort should be made to teach pupils to apply what they learn in the phonics program.

Conclusion:

While the "Checklist of Reading Skills" is not a diagnostic instrument for use with children, it is a diagnostic instrument for the teacher to use in planning and evaluating a reading program. The child's reading level and the skills he has learned may be determined with oral reading inventories, phonetic inventories, vocabulary and comprehension tests, assessments of interests and readiness, tryouts of reading materials, etc. After this the teacher may read through the checklist noting skills that should be taught. She then would teach the skills noted, with whatever resource materials are available, and plan an evaluation to determine how well each skill was learned.

Obviously not every skill on the checklist will be appropriate for each child. A child may have learned many of the skills by himself, may have been taught others, and may not be ready for some of them. Thus the judgment of a good teacher is the major factor in a successful reading program. It is hoped that the checklist will be found to be a useful tool in the process of determining what to teach and when.

CHECKLIST OF READING SKILLS

Experimental Edition

Note: Skills are listed roughly in order of their introduction to pupils. This is arbitrary, however, and should not be considered sacrosanct. The classification of skills is also arbitrary. This list should not be considered thoroughly definitive or exhaustive.

Word Recognition Skills:

Auditory discrimination					
Visual discrimination					
Memory of word form (configuration)					
Using picture context clues					
Using verbal context clues					
Using phonics:					
Single consonants					
Consonant digraphs					
Consonant blends					
Variant consonants					
Rhyming words					
Short vowels					
Long vowels					
Vowel diphthongs					
Vowel blends					
Double vowels					
Vowel rules					
Vowel variants					
Silent letters					
Syllabic divisions					
Accent					
Pronunciation guides					
Accurate pronunciation					
Variant spellings					
Using structural analysis:					
Inflectional endings					
Compound words					
Suffixes					
Contractions					
Prefixes					
Root words					
Variant spellings					

Vocabulary Building Skills:

Building stock of visual concepts					
Building stock of verbal concepts (oral vocab.)					
Building initial sight vocabulary					
Using picture context clues					
Using verbal context clues					
Differentiating meanings of a word					
Classifying words by general category					
Gaining meaning with structural analysis					
Understanding colloq. & figurative expressions					
Understanding synonyms					

CHECKLIST OF READING SKILLS

PAGE TWO

Vocabulary (Continued)

Understanding antonyms				
Understanding homonyms				
Understanding phononyms (homographs)				
Understanding initials and acronyms				
Classifying words by part of speech				
Understanding levels of abstraction				
Understanding relative values				
Understanding shifts of meaning				
Understanding Latin, Greek, and other derivatives				
Using dictionary skills:				
Capital and lower case letters				
Alphabetical order				
Guide words				
Syllabication				
Phonetic spelling				
Accent				
Pronunciation key				
Diacritical marks				
Foreign pronunciations				
Part of speech				
Inflected forms				
Descriptive statements				
Synonyms				
Pictures				
Examples				
Appropriate meaning for context				
Special constructions				
Restrictive labels				
Usage notes				
Word origins (etymology)				
Meanings of roots, prefixes, suffixes				
Words with more than one entry (homographs)				
Main and subordinate entries				
Finding derivations and run-ons				
Idioms				
Variant spellings of words				
Various spellings of sounds used in English				
Cross references				

CHECKLIST OF READING SKILLS

PAGE THREE

Comprehension Skills:

Following instructions				
Classifying things and ideas				
Understanding sequence				
Comparing and contrasting				
Visualizing characters, settings, events				
Discriminating phrases, sentences, paragraphs				
Selecting the right meaning of words				
Understanding adverb and pronoun references				
Using punctuation as an aid to meaning				
Suggesting title of story				
Finding main idea of a story				
Finding part of story for specific purpose				
Making and using questions				
Distinguishing narrative from conversation				
Identifying declarative and interrogative sent.				
Finding major thought units				
Finding details to support main ideas				
Recalling information for objectives				
Recognizing relevant and irrelevant parts				
Generalizing on given information				
Identifying time and place				
Discerning literal vs. figurative				
Finding main idea of a paragraph				
Deciding on sub-titles				
Understanding maps				
Understanding diagrams				
Understanding graphs				
Understanding schedules				

Interpretation Skills:

Making inferences				
Predicting outcomes				
Drawing conclusions from ideas				
Using imagination				
Relating cause and effect				
Relating general and specific				
Classifying things				
Recognizing parts and whole				
Recognizing relative sizes				
Sensing relationships between people				
Recognizing story plots				
Analyzing character				
Identifying with story characters				
Recognizing emotional reactions				
Recognizing motives				

CHECKLIST OF READING SKILLS

PAGE FOUR

Interpretation (Continued)

Reacting to mood					
Relating story to personal experience					
Distinguishing truth from fiction					
Distinguishing fact from opinion					
Weighing facts and opinions					
Deferring judgment on inadequate evidence					
Basing judgment on evidence					
Obtaining ideas from many sources					
Perceiving analogous situations and ideas					
Evaluating content in terms of author's purpose					
Relating past and present					
Judging validity by author and recency					
Recognizing backgrounds for points of view					

Literary Discrimination and Appreciation Skills:

Appreciating poetry and prose					
Identifying likes and dislikes					
Experiencing emotional reactions					
Using story ideas for creative dramatics					
Using story ideas for creative art and construction					
Using story ideas for creative music and dance					
Extending reading to a variety of literature					
Appreciating literary styles					
Reacting to literary moods and tone					
Applying literary standards					

Organization Skills:

Following directions					
Observing details					
Classifying things, ideas, words					
Associating ideas					
Understanding sequence					
Recognizing main and supporting ideas					
Recognizing patterns or plots					
Recognizing facts and principles					
Summarizing					
Outlining					
Taking notes					

CHECKLIST OF READING SKILLS

PAGE FIVE

Study Skills:

Using table of contents					
Using pictures					
Determining purposes for reading					
Using a study method (such as SQ3R)					
Using variety of sources					
Using typographical aids					
Using glossary					
Using dictionary					
Using index					
Using encyclopedia and other references					
Using library					
Using bibliography					
Understanding footnotes					
Using graphic aids and symbols					

Speed Reading Skills:

Developing left to right orientation					
Eliminating pointing and use of card					
Developing span of perception					
Eliminating regressions					
Reducing dependence on word recognition clues					
Eliminating vocalization and sub-vocalization					
Adjusting speed to purpose and material					
Skimming to locate specific parts					
Scanning for major ideas					
Scanning for supporting facts					

Oral Reading Skills:

Understanding purpose for oral reading					
Using correct pronunciation					
Using clear enunciation					
Developing anticipation span					
Developing sense of phrasing					
Proper phrasing in poetry					
Reading with feeling					
Developing voice project and control					
Developing breath control					
Suiting expression to mood					
Selecting appropriate materials					
Using audience reaction (feed back)					
Using gestures					